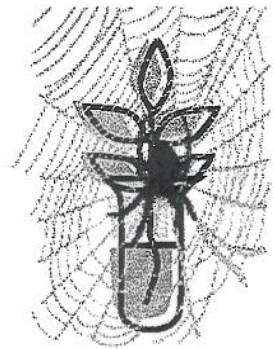


Day27

EDUC 360/EDCI522 May 28, 2009





Name _____


Theme for quarter: Webs of understanding

Positive Impact on Student Learning

 **Learning Target(s):** Candidate will understand process of tutoring in reading in a lab setting.

 **How Reach Target?** Candidate will write lab plan below based on classroom/student need, tutor student, and fill out reflection sheet.

 **What If Lost?** Candidate will reread and then ask questions of each other and of instructor.

 **How Prove Target is Reached?** Candidate will turn in lab reflection paper.

Lab student(s) for whom I am planning—circle all that apply:

Core/Benchmark group

3rd grade

Strategic

4th grade

Intensive

1st grade/2nd grade

Assessment (Screening, Diagnostic, Progress Monitoring, Outcomes)

Other _____

Observe Pathways being taught

The main strategy that I plan to explicitly teach the students is called _____.

It is useful for building (circle one) comprehension / vocabulary / fluency.

I have a book (write title and author here _____),
language game (describe it here _____),
or other material (list it here _____)
to use with the child(ren) at lab.

HOW TO HAVE A POSITIVE IMPACT ON STUDENT LEARNING

a. The learning target for my lesson plan is Reading GLE _____

b. How will the students reach the target? _____

c. What if they get lost? _____

d. How will they demonstrate that they've gotten to the target?

I have a copy of the lab reflections for (circle one)

reflecting on my own teaching / observing someone else's teaching or assessing

Lab Reflections on Positive Impact on Student Learning (For Those Who Tutor)

Name _____ Date _____

Beginning and ending times _____

Grade level tutored/observed _____ Host School _____

1. What was your learning target? Did you express it as a grade-appropriate GLE with your own adaptation to show what you wanted to "zero in on" for your lab?

Sample: Reading GLE 3.4.1 for kindergarten—

Student will listen to and discuss a story about a typical family from the perspective of a cat. Student will generate a personal response.

2. Did you let the child know what the learning target was, using child-friendly language?

3. What "progressions" did you use so that the child could see his or her progress toward the learning target? (rubric, checklist, stamps or stickers in boxes, K-W-L chart, etc.)

4. If the child got lost, what resources did he or she have to fall back on?

5. How did you measure process, product, and/or dispositions involved with reaching the target?

Please be ON TIME and maintain a professional appearance in the classroom at all times (no midriff showing even when kneeling by child's desk or bending over, no skin-tight clothing, nothing that glitters or dangles unduly to distract those children who are already struggling with attention issues, no inappropriate slogans on clothing, careful grooming).

Check here if you were on time today _____

Check here if you had a professional appearance today (please abide by the dress code of our host school, which is casual professional) _____

Check here if you were prepared with all your materials _____

Check here if you filled out a reflection _____

Check here if you made a positive difference for a child today _____